

Doctor of Education in Educational Leadership
Comprehensive Core Examination Rubric

Student _____ Faculty Reviewer _____ Date _____

Element A: Identifies and contextualizes a significant problem of practice

Levels of Proficiency			
	Emerging	Proficient	Exemplary
Identifies a problem of practice and recognizes its boundaries	Describes an educational situation and alludes to a problem	Identifies the problem and alludes to its boundaries	Clearly identifies the problem and its boundaries
Describes the context of the problem of practice	Vaguely situates the problem in its historical, social, and/or cultural context(s)	Generally situates the problem in at least one of its relevant historical, social, and/or cultural context(s)	Clearly situates the problem through an analysis of its historical, social, and/or cultural context(s)
Validates problem exists	Provides minimal evidence that the problem exists	Generally describes the existence of the problem	Draws upon multiple sources of information to substantiate the existence of the problem
Defines key concepts and terms relevant to the problem of practice	Attempts to define the relevant concepts and terms	Defines key concepts and terms and begins to explain their relevance to the problem	Clearly defines and explains the key concepts and terms and their relevance to the problem
Analyzes educational significance of the problem of practice	Minimally describes the significance of the problem	Generally explains the educational significance of the problem	Clearly delineates the educational significance of the problem, including issues of equity

Comments:

Element B: Analyzes the problem using appropriate theoretical frameworks and critiques their application to the problem
Principles and Practices of Learning

Levels of Proficiency			
	Emerging	Proficient	Exemplary
Identifies theoretical framework(s) relevant to the problem	Identifies framework(s) with incomplete connection to the problem	Identifies relevant theoretical framework(s)	Clearly identifies relevant theoretical framework(s) and provides a rationale for selection
Uses theoretical framework(s) to analyze the problem	Summarizes theoretical framework(s) without clear connection to the problem	Connects theoretical framework(s) to the problem	Insightfully uses theoretical frameworks to analyze the problem
Critiques the theoretical frameworks as they relate to the problem	Begins to question assumptions of theoretical framework(s) in relationship to the problem	Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem	Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem
Articulates the implications of analysis	Summarizes the problem and alludes to the implications of the analysis for practice	Demonstrates an understanding of the problem and begins to articulate the implication of the analysis for practice	Demonstrates deeper understanding of the problem and clearly articulates the implication of the analysis for practice

Comments:

Element C: Analyzes the problem using appropriate theoretical frameworks and critiques their application to the problem
Organizational Leadership Theory and Research in Education

Levels of Proficiency			
	Emerging	Proficient	Exemplary
Identifies theoretical framework(s) relevant to the problem	Identifies framework(s) with incomplete connection to the problem	Identifies relevant theoretical framework(s)	Clearly identifies relevant theoretical framework(s) and provides a rationale for selection
Uses theoretical framework(s) to analyze the problem	Summarizes theoretical framework(s) without clear connection to the problem	Connects theoretical framework(s) to the problem	Insightfully uses theoretical frameworks to analyze the problem
Critiques the theoretical frameworks as they relate to the problem	Begins to question assumptions of theoretical framework(s) in relationship to the problem	Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem	Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem
Articulates the implications of analysis	Summarizes the problem and alludes to the implications of the analysis for practice	Demonstrates an understanding of the problem and begins to articulate the implication of the analysis for practice	Demonstrates deeper understanding of the problem and clearly articulates the implication of the analysis for practice

Comments: